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This report examined the role of the community college in personal and community development through adult education. Legislation, resulting from current social dissatisfaction, calls for publicizing postsecondary, real-world education. Teachers and students can fill this need by educating the public on the value and nature of offerings at community colleges. Two research designs were presented. The first, for developing a public relations program using college staff, students, curriculum, and facilities, proposed that the college establish local instructional TV and radio networks that include both broadcasting stations and learning centers to draw the college and community closer together and educate the public in the skills of community development. The faculty and students of the education, political science, and work experience departments would coordinate the effort although the total college and curriculum would be involved. An 8-step plan to implement the program, with responsibilities and objectives outlined for each step, was provided. The second research design presented a way to analyze public knowledge, attitudes, and interests regarding adult education and training via a survey questionnaire, with sample included. The survey would help to publicize adult education to appropriate groups and the findings would guide the design or revision of course offerings. (MB)

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AN INSTRUCTIONAL SCHEME TO INVOLVE THE JUNIOR COLLEGE STAFF AND STUDENTS WITH THE COMMUNITY

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I

BACKGROUND

A. Context of the Problem

Attention given by the mass media and public officials over the past five to seven years to urban riots, student disturbances, and the like would indicate a certain dissatisfaction with the present social order. Some dissenters describe United States society as being overly concerned with technological efficiency and the production of material goods. It is often claimed that our institutional behaviors, especially in education, have become so formalized and rigid that the institutional administrators do not recognize their clientele as human. This leads, it is said, to feelings of alienation and disaffection among those ostensibly being served by the institutions. Today this feeling is not being adequately counteracted by any institutions. It seems that even the church, which served this purpose for the last century or two, has been unable to cope with the problem.

Some political scientists and sociologists have described this condition as the loss of "community" as a value in our society. This idea is often linked to the concept of "Gemeinschaft" in the medieval sense of a group of people "belonging" together through common bonds of spirituality, blood line, and/or ownership of land. In this way a group of people can find joy in living through a common "raison d'être."

Following this idea and the belief that social change can be planned and implemented, it could be said that man does have some knowledge and control of his own society. Political science and public education are the disciplines that could combine to make "community development" operational as the medium or actualizer of planned social change. Thus the following general assumptions are stated here as background for the particular hypotheses to be examined in this paper.

B. Assumptions

1. United States education is the most appropriate institution to direct planned social change away from concern with technology and production by strengthening its curriculum and instruction toward developing the "personality" of local communities. In other words, it can do so by shaping a set of behavior patterns that predominate in a particular demographic area toward integration of the various human elements contained in it.
2. Adult Level work-experience-oriented education is the most appropriate agent of formal community development in a self-regulating society such as ours.
3. Properly planned community service is the most appropriate agent of informal community development in our mobile society.
4. The community junior college is the most appropriate institutional base (or form) for the dissemination of both adult education and community services in our current national educational structure.
5. Role-congruency theory and group-process analysis are the most

appropriate techniques for instructional grouping and interaction in modern adult education and community services.

6. Multi-media polysensory systems are the most appropriate mode of instruction and communication for today's adults.
7. Instructors and students are the most appropriate individuals to devise and execute innovative schemes for involving various publics in education to develop local communities.
8. Political science and education departments are the most appropriate subject disciplines to assume the task of defining and implementing adult education and training for the purpose of developing local communities.

The major problem is to convince the general public of the validity of the foregoing assumptions. That is the outcome hoped for when the activities described in this paper are applied in the real world.

C. The Problem

> The general public is not adequately or appropriately educated regarding the value of and offerings for adult education and training at community colleges.

The key word in the previous statement is "educated". The first problem for any volunteer institution is to penetrate the consciousness of the general public and literally change its behavior toward participating in the activities it offers. The major factor here is ability to overcome resistance resulting from (1) the competition of other institutions for the individual's attention and (2) previous experiences of the individual which have created

a negative image of the institution. The problem to be examined here, then, is the manipulation of the image of post-secondary adult education and training.

Recently, a new concept has come to dominate national manpower policies. The old emphasis on waiting for private industry to specify an existing job and then helping it find the "best" man is being replaced. The new viewpoint is that people of this nation will find (or otherwise provide) a suitable job for every man or will equip every man for a suitable job. A man's need for self-fulfilling and community-relevant activity precedes the job's need for labor. This fundamental shift of emphasis from manpower as an economic resource to employment, not just as a source of income and status but also as a developer of people and communities must be publicized. To serve the undereducated, the undermotivated, and victims of discrimination, the image of adult education and training in postsecondary schools must be made appealing, hopeful, and feasible to every person.

The community college must reach out especially to the discouraged and embittered in their native habitat and encourage them to use available services. The image of the community college as a pivot in personal and community development must penetrate all sectors of people's lives and solicit their support, not just their consent or acquiescence. It must uncover personal potentialities in disadvantaged adults. It is certain that, regardless of how excellently planned or well financed an educational program may be, it must seek information and influence its various target populations if it is to be effective at all. In short, the most appropriate method of publicizing adult education and training is to administer the most effective

instructional treatment obtainable to every sector of the general public.

This working paper will examine three ideas. First, a general acknowledgment of the need to publicize adult education and training in community colleges; second, a scheme, adaptable by all community colleges, for developing an empirically valid public relations program that will use college staff, students, curriculum, and facilities and at the same time, properly educate the participants; and third, a scheme also adaptable by all community colleges, for perpetual analysis of public knowledge, attitudes, and interests regarding adult education and training. This third scheme will essentially evaluate the overall instructional/public relations program. It is possible, within legal limits and community reaction, for this entire project to achieve financial independence by actually producing services that the general public will purchase on a contract basis. The revenue from enrollment in highly specialized courses alone could be remarkable. Such a possibility, however, can only be indicated here and must be left for future research. In any event, original funding for such projects and monies for continued operation may well be available from federal, state, and local sources.

II

PUBLIC RECOGNITION OF THE NEED TO EDUCATE THE PUBLIC REGARDING ADULT EDUCATION AND TRAINING IN COMMUNITY JUNIOR COLLEGES

This paper is based on three major premises. First, most people are not aware of the value of relevant formal adult education and training because they have never had any. Second, the image most people have of "schooling" is based on a prolonged and highly unsatisfactory experience in secondary school where training for a vocation or for personal development was downgraded in favor of education for college. Third, most people feel it is "too late" or that training takes "too long" and consequently are ignorant of the quality and variety of postsecondary schooling.

The purpose of this paper is to present a rationale, procedures, and some materials for an instructional scheme to significantly change those three major premises. The scheme will carry the effects of instructor and student interaction out into the community adjacent to the junior college campus, will "educate" out-of-school learners, and eventually bring some of them on to the campus seeking both entertainment and formal education. The first point here is to elicit public recognition of the need for education to reach out into the community and aggressively dispense educational tonics, rather than to wait for the public to come to the campus. The following review of recent congressional legislation is a reasonable demonstration of public knowledge and attitude.

Among the sixteen significant trends enumerated in the Senate Subcommittee on Education Report of March 1968, the fourteenth held the greatest relevance to the need to publicize adult education. It described this trend as "recognition that education can no longer be planned within the confines of the school, but must coordinate with community resources

and agencies." While this statement, along with the other fifteen, can be accepted as reasonably valid, it merely implies the lack of knowledge regarding adult education on the part of the general public. However, the real need for coordination of educational planning with the community is explicit and requires carefully planned long-range public relations programs.

The Advisory Committee to the Senate Subcommittee calls attention to the need for an expanded public relations effort in the second of six objectives to be considered in planning educational programs with new directions. It calls for support of a "flexible, varied program that recognizes the individualized selection of applied fields of knowledge and provides for guidance to realistic career choice involving local resources and institutional philosophy as the context for school learning experiences." Here the emphasis on applied knowledge and on involvement of local resources again clearly indicates the recognition and acknowledgment of the need for a carefully planned continuing public relations program directed at the most appropriate elements of each school community.

Recommendation 9 of the Advisory Council on Vocational Education to the Education Subcommittee of the Senate Committee on Labor and Public Welfare, April 1968, reads as follows (page 376):

> It is recommended that the act provide for the distribution of funds to the States on bases that will encourage increased enrollment, attendance, and improved performance. The allocation system should be designed to provide incentives and to reward those States making the greatest efforts, both as to quantity and quality of vocational education. The Commissioner of Education should study and develop formulas and criteria and recommend to Congress legislative changes to implement this objective. Such factors as proportion of population enrolled, average daily attendance or membership, proportion of per capita income devoted to vocational education, and training-related placement should be considered...

This type of monetary incentive is best taken advantage of through properly designed and executed publicity.

Perhaps the most important aspect of adult education and training effectiveness is vocational guidance. This was recognized by the Panel of Consultants to the Senate Subcommittee on Education, which envisioned that the U. S. Office of Education, along with State staffs, develop, secure, and distribute occupational information. Here again the call is for publicizing adult education and training. In both the past and present, academic guidance has had precedence over vocational guidance. If all members of our society are to benefit, they must be attracted to post-secondary institutions to receive this more appropriate guidance. Vocational guidance and adult education and training are interdependent. One ceases to be effective if the other is left out, is inadequate, or is of poor quality.

The specific words in House Resolution 16460 show Congressional recognition of the need to publicize:

> "Attracting qualified persons in the field of Vocational Education Sec. 31 (a) the Commissioner is authorized to make grants to, or contracts with, State or local educational agencies, organizations, or institutions, and he is authorized to enter into contracts with private agencies, institutions or organizations, for the purpose of
>
> (1) identifying youth and adults who may be interested in careers in vocational education and encouraging them to pursue appropriate preparation for such careers;
>
> (2) developing information services to inform potential students, parents, and the general public about opportunities that are available; and

(3) encouraging artists, craftsmen, artisans, homemakers, scientists, engineers and persons from other professions and vocations to undertake teaching or related assignments in vocational and technician education programs on a part-time basis or for temporary periods.

(b) There is authorized to be appropriated to carry out this section the sum of $3,500,000 for the fiscal year ending June 30, 1969; for the fiscal year ending June 30, 1970, $4,000,000; for the fiscal year ending June 30, 1971, $4,500,000; and for the fiscal years June 30, 1972 and 1973, $5,000,000."

Thus, the law itself specifically calls for the publicizing of postsecondary, real-world education. The mandate is clear. Now comes the problem of implementation. How and by whom will the work of "identifying and encouraging" the relevant sectors of the community be carried out? How and by whom will the "youth and adults" referred to in paragraph (1) above be "identified and encouraged"? How and by whom will all those people indicated in paragraph (3) be "encouraged to undertake assignments?" In other words, referring back to the original problem, how and by whom will specific sectors of the general public be selected and educated in regard to the value and offerings for adult education and training in community colleges?

The answer to these questions should be clear to everyone. It is that, if education (being a particular change in the subject's behavior), is desired, then it is the exclusive responsibility of professional educators. It must be the teachers and students themselves in each community who in some manner must get outside the school buildings and accomplish this end. If the needed and needful members of the public have not come to the teachers, the

teachers will have to make their own tutorial influence felt effectively in the community at large. Somehow, control over each learner's environment must be established outside the conventional classroom-lecture methodology. Eventually this may be totally required. However, for immediate purposes, such an innovative approach could be directed primarily at educating certain sectors of the public on the value and nature of offerings inside the buildings and schedules of specific community colleges.

RESEARCH DESIGN NO. I: TO DEVELOP AN INSTRUCTIONAL SCHEME FOR EDUCATING SPECIFIC OUT-OF-SCHOOL PUBLICS ON THE VALUE OF COMMUNITY COLLEGE EDUCATION AND TRAINING

A. Assumptions and Hypotheses

The most effective scheme for educating certain out-of-school groups to the value of community college training will be an instructional product--that is, a systematic program with all needed materials to be applied, refined, and empirically validated by any community college in any part of the country. The educational objectives of this scheme will be to change significantly the behavior and attitudes of specific public groups toward the offerings of the affected community college in general and toward its courses in adult education and training in particular. In other words, almost immediately following the start of this instructional program, a marked increase should occur in inquiries, admissions, and enrollment at the affected community college. The effect will be felt most strongly in programs offering adult education and training and will involve both in-school and out-of-school populations.

This section of the paper proposes that all community junior college curricula and instruction be revised in the direction of specific community relevance. Instructors shall reorganize their subject matter presentation so that all learning experiences relate directly to concurrent real-world activities immediately adjacent to the campus. Student projects will be designed to communicate instruction literally out into the community. This will be accomplished by every means feasible within the instructional environment. In this way, the in-school students will themselves communicate with the out-of-school learners so as to change

their behavior in the direction of accepting instruction whether on or off campus. Such commitment,when instructionally valid, will be perhaps the most effective method of "educating" a disenchanted, sometimes anti-intellectual, public into participating in formal training. In other words, it is believed that the community junior college curriculum and campus, especially the community service and personal development (continuing adult education) programs, can be made so attractive and instructionally powerful that the college will become identified as a significant force in "community development."

To that end, it is proposed, pursuant to recent federal legislation in the field of educational broadcasting, that community junior colleges establish local instructional TV and radio intercommunication networks that include both broadcasting stations and learning centers for the general purpose of drawing the school and community closer together and for the specific purpose of leading the public to education (and of instructing ~~it~~ it), particularly in the skills and knowledge of community development. The faculty and students of Education, Political Science, and Work Experience would be at the center of the activity; all other areas of the school and curriculum would be called on to complete this program on total school involvement with the total community. Briefly the plan consists of eight operational tasks, organized as a research project so that the findings can be reported and generalizations drawn that can apply to adult education in other junior colleges. The eight tasks are described below.

B. Task Analysis and Assignment to Specific Departments for Implementation

1. Establish Rationale for Community Development

The Political Science Department is responsible for this, with help from Sociology, Psychology, and Anthropology. Using a systems approach to the analysis of social change, an abstract model of "community" should be constructed and manipulated successfully. It must include the following elements:

a. an analysis of goals in terms of desired output conditions, attitudes, and behaviors,

b. an analysis of givens, such as the residents, economy, geography, etc., and elements to be imported or transgenerated, all in terms of input conditions, attitudes, and behaviors,

c. an analysis of internal subsystems required to process the inputs and achieve the desired outputs.

Since this will be the theoretical framework for this entire scheme, it must:

a. be described in real-world concepts so common that all persons implementing the plan will be able to relate their activity clearly to all other activities and ultimate goals;

b. be described in operational terms, be internally consistent, and be clearly successful in achieving its stated goals;

c. include specific criteria and instruments by which its functioning can be evaluated;

d. be amenable to revision and include procedures for such revision.

"Community mental health" is an example of a set of behaviors, attitudes, and resultant conditions toward which, after explication, a number of co-existent communities might desire to develop.

2. Establish Network of Community Learning Centers

The Political Science Department is responsible for this network,

with assistance from Sociology, Psychology, and Anthropology. This will be the network through which instruction will reach specific groups of people. It will consist of any number of sites strategically located throughout the community to accomodate the particular needs of that geographical area at any time of day or night. Each site will be designated a learning center when it meets the following criteria:

a. installation of appropriate TV and radio receiving, recording, playback, and other necessary equipment;

b. presence of appropriate paraprofessional teacher personnel recruited from the target-learner population and/or neighborhood and trained in specific tutorial competencies;

c. presence of certain numbers of learners recruited from specific categories of people in the neighborhood of the learning center;

d. availability of specific instructional programs, sequences, and products appropriate to validated community development theory and specific target learners;

e. existence of a long-term agreement with owners of appropriate sites to fulfill space and other requirements for instructional use.

Sub-tasks to be performed are:

a. Identify all sites (rooms, buildings, locations, etc.) within the junior college campus community that show significant patterns of institutionalized behavior of the people in the area. These are places where different numbers of people with one or more similar interests tend to gather for a certain period of time. These are potential learning centers. Examples are: high schools, churches, hospitals, libraries, military barracks, private schools, prisons, fire stations, federal, state, and local offices, service or storage facilities, community centers, social and political clubs, engineering and manufacturing firms, recreation areas, elementary schools, naval bases, playgrounds, parks, museums, art galleries, shopping centers, poverty-area storefronts, reading rooms, motion-picture theaters, community theaters, municipal auditoriums, rest homes, bus terminals, airports, railway stations, communal playrooms, etc. Such sites,

when properly qualified, can become full-time, continuously operating extensions of the campus.

b. Examine each person who frequents each site to determine the nature and degree of his self-reported immediate knowledge and attitude regarding the four dimensions of junior college involvement with the community: academic credit, vocational education, and personal and community services. The full range of content categories can be presented on scales such as:

1. very positive to very negative
2. very specific to very general
3. single specific to many specifics
4. very complex to very simple
5. very technical to very elementary
6. various combinations of these and others

The content categories for education and training can include appropriate kinds at each level, especially junior college; appropriate amounts at each level, especially junior college; appropriate times, places, methods, etc,; the categories for entertainment can run the gamut from so-called low to high for community services.

c. Score each person in terms of knowledge, attitude, and interests regarding the four dimensions of junior college involvement with the community.

d. Establish instructional groups by correlating all persons according to attributes measured (activities, interests, attitudes, content category, site, time, etc.). In this way many specific groups are revealed and can then be described and further correlated with one another so that instruction may be prescribed to fit them. Since this task involves grouping learners for instruction, it requires the competencies of educational psychology, sociology, and philosophy. Variables used in conventional public schooling and traditional college and university descriptions of

learners may not be appropriate here, since the focus is not on a captive audience of people under 25 years of age.

e. Coordinate groups with specific sites and times for instruction in learning centers.

3. Prepare a Community Development Curriculum

The Political Science department is responsible for this, with aid from Sociology, Psychology and Anthropology. This is the rationale and list of course descriptions prepared for each of the four areas of junior college involvement with the community. Each department, including counseling and other student services, will present a highly integrated set of specific outcomes to accomodate the full range of reported learner knowledge, attitude, interest, ability, etc. The major difference between community development and any other curriculum is that the content and the method of instruction must be redesigned to relate directly to immediate and future real-world activities. In some cases, as in the vocational education area, this may already be accomplished. In others, however, such as math or science, much redesign may be necessary to establish direct connection with day-to-day activities in the community. In any case, all instructors must be prepared to accept community development task assignments for their classes to perform in this program of community involvement.

Criteria by which a course may qualify for inclusion in a community development curriculum include:

a. fulfillment of academic "grade" requirements (e.g.: English Composition),

b. usefulness to the enrolled (adult) student directly in his career,

c. interest for unenrolled (adult) out-of-school learners,

d. adaptability to out-of-classroom use,

e. contribution to the stated theoretical model of community development.

Whether specific courses meet these criteria can be determined by:

a. specific teacher-made criterion examinations <u>not</u> based on normative standards,

b. specific student-made demonstrations of the relevance of the instruction to his career,

c. enrollment and attendance of out-of-school learners in the particular course,

d. empirical proof of relevance of the theoretical model.

4. <u>Prepare Instructional Sequences and Products for Filming</u>

The Education section of the Psychology department is responsible for coordination among all departments. This is how instructors will be able to redesign their courses to meet the criteria for inclusion in the community development curriculum. It is the systematic design of instruction sometimes known as instructional product development. It is appropriate to all subject content and all combinations of learner characteristics. The cycle of product development consists of these stages:

a. <u>Formulation</u> — Identification of learners, terminal behaviors, subject content, etc. This is basically a proposal.

b. Instructional Specifications	Describing specific outcomes, en-route training, criterion test items, selection of media, etc.
c. Prototype Item Tryout	Small-scale implementation of sample items on sample learners under special study conditions.
d. Program Preparation	Preparing specific instructional materials appropriate to the specifications.
e. Field Testing	Implementing the program and measuring its effectiveness on the target learners.
f. Revision	Adjusting the program and/or objectives to fulfill pre-determined criteria of achievement.
g. Operations Analysis	Description of and recommendations for change of the processes and procedures used during development.

Using this procedure, instructors and regular students will develop validated instructional products that can be used by paraprofessional teachers in community learning centers for the education of learners outside the campus.

Examples of departmental responsibilities for courses and activities are:

a. Theater Arts, Music, Speech, Physical Education, and Psychology departments will plan the facilities and equipment to be used in this community development program.

b. Technical, Industrial, Electronic, and Engineering departments will install, operate, and maintain facilities and equipment consisting mainly of TV and radio transmitters and receivers, recorders, cameras, lights, stages, and other production and control equipment.

c. Business Administration department will establish, promote,

and operate a real-life corporation including stock-holding, financial planning and periodic reporting on operations of this community development program.

d. The English department will establish and operate a news-gathering and reporting activity to cover local events, activities of local commercial broadcasters and of national news services, publication of the college newspaper, and presentation of special features by school clubs, etc.

e. The Work Experience and Co-curricular departments will establish and operate counseling and employment activities that include interviews with private firms and presentation of public cultural and sporting events.

f. Vocational and Physical Education departments such as Home Economics, Health, Secreterial, Business, Industrial, and Agriculture will establish and operate regular (or continuing) sequences on cooking, sewing, shopping, nursing, farming, nutrition, sex education, family life, do-it-yourself home projects, auto mechanics, etc., aimed mostly at developing competent producers and consumers.

g. All departments will produce a variety of "one-shot" productions for personal development, academic enrichment, voter education, etc. These could include newly created dramatizations, talk-shows, reviews, analyses of old movies, etc. The sources for old material of this nature are abundant (e.g. National Association of Educational Broadcasters, commercial radio and TV broadcasters, motion picture studios, etc). Many are available free of charge for broadcast to poverty-area learners. Community mental health is an area of special interest. Some exciting ideas are presently being explored in use of TV for group psychotherapy.

5. <u>Obtain, Install, and Operate TV and Radio Production Facilities</u>

Technical Education and Business Administration departments are responsible for this function, with assistance from any departments they may designate. On the basis of products and research reports developed and demonstrated in the previous four steps in this program, a proposal for an overall project will be prepared to obtain funds for the purchase, installation, and

operation of all facilities (including electronic hardware) necessary to accomplish the program described in this paper.

Based on the planned use of facilities developed in Part 1 of Task 4, the Theater Arts, Music, Speech, and Educational Psychology departments will help all other departments to use the audio-visual facilities to put their instructional sequences and products on film.

6. Implement Instruction

The Educational Psychology, Political Science, and Work Experience departments are responsible for this job, with assistance from other departments as requested. The basic thrust of this task is the scheduling and launching of the community development program in the field. The sequence of steps could be:

a. Identify the complete network of specific learning centers based on fulfillment of criteria specified in Task 2 above. (This includes all facilities and employment contracting.)

b. Provide liaison for learning-center personnel with college and other instructional personnel in establishing and maintaining instructional agreements on scheduled availability of specified products, materials, etc. This means complete responsibility for all aspects of the operation of the community development program, especially enforcement of agreements between instructional and learning-center personnel.

7. Evaluate Instruction

The Educational Psychology, Political Science, and Work Experience departments are responsible for this evaluation, with assistance from other departments as requested. Although the title of this task is "evaluate instruction," it is really the evaluation of the

entire program of community development. This is true since, in this context, the development of communities is achieved through deliberately planned, systematic instruction. Furthermore, learning is defined here as "the achievement of specific changes in the cognitive, affective, and psychomotor domains of behavior," especially concerning knowledge of and attitudes toward adult education in community junior colleges. This means that, besides achieving specific objectives in specific courses of instruction, learners are to exhibit other changes as well.

To measure this achievement, certain instruments must be designed, validated, and applied so as to reveal changes in participants' long-range, real-world behavior toward adult education in community colleges. The rationale and some sample items of such an instrument are given as a separate research design in Chapter 4 of this paper. It is also important to make certain that the given theory of community development is assessed so that any necessary revision may be considered.

8. Analyze and Revise Operations and Program

The Educational Psychology, Political Science, and Work Experience departments are responsible for this, with assistance as requested from other departments.

IV

RESEARCH DESIGN NO. 2: TO EVALUATE PUBLIC KNOWLEDGE OF AND ATTITUDES TO ADULT EDUCATION AND TRAINING IN COMMUNITY JUNIOR COLLEGES

A. PURPOSE

Because each of the various publics served by community junior colleges is unique, each college campus-district must be analyzed in terms of its particular pattern of orientation toward adult education and training in community development. This is necessary for design of the most effective instructional treatment to publicize specific community development programs offered in each area. The following research is a simple survey designed for use at any time by any community junior college; it can easily be performed by students and faculty on a continuous basis. Findings are to be used to constantly adjust specific courses and general publicity for the college.

B. PROCEDURE

1. Sampling should be done by a stratification plan based on the learning-center rationale developed earlier in this paper. The learning-center groups are defined and ranked according to their real or supposed knowledge, attitudes, and interest in the various aspects of adult education for community development. Great care should be exercised in maintaining permanent records of specific members of each group so that sampling from semester to semester will become increasingly comprehensive and duplication can be recognized.

2. Acquired data should be thoroughly followed up. A master questionnaire should be designed to accomodate all the knowledge, attitudes, and interests of each group surveyed. Retrieval techniques should include efficient use of interviews, telephone calls, and the mails. Both constructed and open-ended responses should be utilized. Data can be obtained each semester by a new group of student researchers and added to the permanent pool of information so that trends may be plotted and guidance be given to curriculum planning. The publicity value of this continuing research also contributes directly to our original objective--that of publicizing adult education in community development within appropriate groups.

C. SAMPLE QUESTIONNAIRE

The questionnaire can be coded for anonymity if advisable. A general but short questionnaire will be used to obtain descriptions of junior college learning-center communities and to identify specific sectors of interest. The following sample questions can serve as a starting point.

1. How many community junior colleges are there within 20-25 miles of your home or job? (Circle the letter of one choice.)

   a. less than 4

   b. 4 to 7

   c. more than 7

   Name as many as you can:

   Why aren't you more certain of your answer?

2. When were you last on a community junior college campus?

   a. within the last 2 years

   b. over 2 years ago

   c. never

   If a or b, which one?

   Why?

   Was it worth the time and effort?

3. Of the community junior college students, graduates, or employees whom you know, most of them are:

   a. relatives or close friends

   b. acquaintances

   c. don't know any

   If a or b, describe their attitudes regarding junior college.

4. What do <u>you</u> think community college is <u>most</u> like?

   a. high school

   b. trade or business school

   c. university

   d. other

   Is this bad?

   Which <u>should</u> community college be like?

   Why?

5. How much do you think community colleges charge part-time students each semester to attend?

   a. less than $10

   b. $10 to $50

   c. more than $50

   Can a person work full time on a job and still be a community college student?

   If so, do you think it could really be of much <u>immediate</u> help to him in his life?

6. Where have you obtained most of your information about community college?

   a. community college students or employees

   b. relatives, friends, co-workers

   c. newspapers, magazines, radio, etc.

   Do you think the average person knows much about community college?

   Should they be told more?

7. When was the last time you heard, spoke of, or read something about a community college?

   a. within the past month

   b. between 1 and 3 months ago

   c. over 3 months ago

   What was said (or written) about community college at that time?

   Was it something good?

   Did you feel the information was not necessarily a fact, but an opinion?

   Did you agree with it?

8. Who can attend a community junior college in California?

   a. only high school graduates with good grades

   b. only high school graduates regardless of grades

   c. anyone 18 years of age or older

   Do you agree with these limits on who can attend?

   How should the limits be changed?

9. How many different subjects (such as art, typing, math, etc.), can students choose from in a community junior college?

   a. less than 75

   b. 75 to 125

   c. over 125

   Is this a proper number?

   How many <u>should</u> there be?

   List the type (and examples) of courses you think are the <u>best</u> to offer.

10. What types of subject do you think community junior colleges teach mostly (if they are taught at all)?

    a. English, history, art, music, etc.

    b. math, physics, chemistry, biology, etc.

    c. electronics, nursing, computers, etc.

    d. typing, bookkeeping, sales, etc.

    Do you agree with this emphasis?

    Which should it be instead?

    Why?

11. Where did you find the answers to questions 9 and 10 above?

    a. community junior college students or employees

b. relatives, friends, co-workers, etc.

c. newspapers, magazines, radio, television, etc.

Have you seen a catalog of courses offered by a community junior college?

Why?

Do you remember much of it?

Why?

D. SCORING

Multiple-choice responses should be constructed so that values may be assigned in terms of how well-informed the respondent is and whether he tends to be in favor of or against adult education and training in his community college. A simple addition of items in both categories yields two raw scores that are converted into stanine scores for each individual. For example, if an individual exhibits relatively little information, his stanine for knowledge would reflect a score of perhaps 3. If his attitude score reveals a stanine of 5, then he is exhibiting indifference toward adult education and training in community college. Thus the stanine index for that individual would be 35, where the first digit represents knowledge and the second, attitude. An extreme example of 99 reveals an individual who is as fully informed and positively affected toward adult education and training in community college as the questionnaire allows him to be.

KNOWLEDGE: 1 2 3 4 5 6 7 8 9

least most

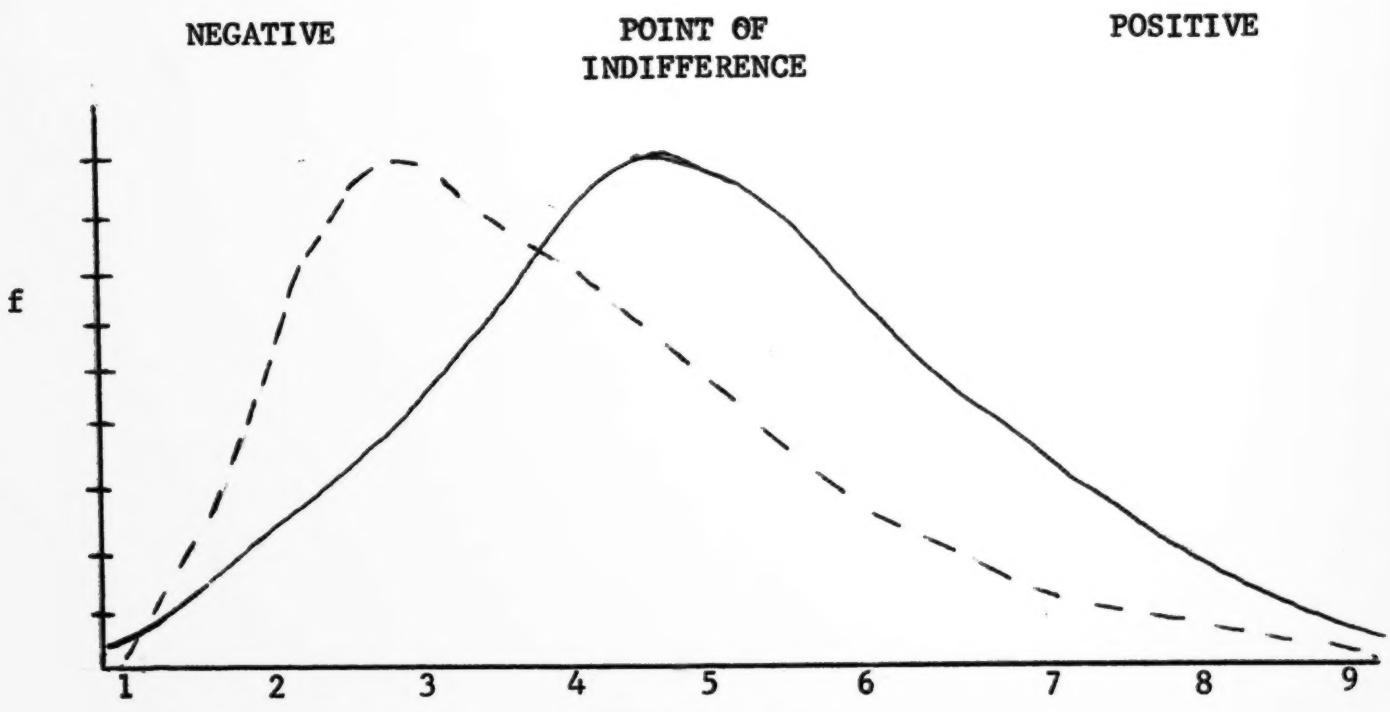
ATTITUDE: 1 2 3 4 5 6 7 8 9

negative positive

STANINE SCALE

E. FINDINGS

After all questionnaires are retrieved and scored, they will be sorted according to the specific content areas and learning-center sites established earlier in this paper. Means and variances of these groups will indicate the nature and degree of misinformation and negative affect extant. A two-digit index number can be derived to indicate the mean individual for each group and a grand mean for "communities" in the college campus-district under analysis. It is hypothesized that conditions in every junior college community will reflect a stanine score of approximately 35, which indicates an uninformed indifference toward adult education and training in the college. It appears below in distribution form.



$\bar{X}$=35 (3=KNOWLEDGE, 5= ATTITUDE)

F. RECOMMENDATIONS

Analysis of all individuals and groups will reveal descriptions of communities-of-thought that are significant to the preparation, execution, and evaluation of instructional treatments described earlier in this paper. Be referring back to the questionnaire, especially the unconstructed portions, it is now possible to develop highly specific instructional objectives and consistent instructional programs appropriate to highly specific target populations. The survey questionnaire, as an appropriate pretest of information and affect, will be the basis on which to measure gain when a post-test is administered in equivalent form during subsequent semesters.

Of course this instructional product will be under continual development, so that the highest validity can be achieved by empirical test and revision.

G. CONCLUSION

It must be made clear that projects such as those outlined above are to be considered research studies only. For this reason they must function primarily as data gathering instruments. Based on inferences drawn from the survey data, the first research design proposes to develop and empirically validate instructional products to publicize the community junior college in general and adult education and training in community development in particular. In the second research design, the objective is to assess public knowledge and attitude in any defined geographical area toward adult education and training in community development. For both, therefore, specific data must be gathered and reported to justify the expenditure of public funds.

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